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The purpose of this booklet is to acquaint students as well as school counselors and teacher s with the major occupations providing opportunities for non-college bound youth. The occupations listed were selected from a number of occupational surveys conducted by the Wisconsin State Employment Service. Occupations chosen are those in which the number of opportunities are expected to increase and, more importantly, those which provide opportunity for the high school graduate to get a start without going to college. Certain other occupations are omitted, either because the number of job openings each year are relatively insignificant, o r because they fail to offer career potential. As a whole, occupations listed in this publication constitute approximately 80 percent of the jobs for which a recent high school graduate could qualify. Occupational areas include automobile mechanics, building trades, darfting, fire and police protection, health services, machine operators--skilled and semi-skilled, office occupations, supervisory occupations, and a career in government. (CH)

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CAREERS without college.

PUBLIC EMPLOYMENT SERVICE

SERVICE FOR EVERYONE
LOCAL • STATE • NATIONAL

Prepared by the

PROGRAM DEVELOPMENT AND RESEARCH BUREAU

of the

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A Division of the Department of Industry, Labor
and Human Relations

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PREFACE

Great emphasis is currently being placed on directing high school students toward colleges and universities, and admittedly the nation needs many well-educated people. But what about the thousands of young people who will not go to college, who constitute almost half of the high school graduates? What kind of career choice will they have in light of the opportunities open to them?

School teachers and counselors as well as students are often perplexed by this question. Because of changes in technology and in job structure, there are no simple answers. New occupations, obsolete occupations, emerging occupations, declining occupations -- all suggest change.

The purpose of this booklet is to acquaint students as well as school counselors and teachers with the major occupations providing opportunity for the non-college bound youth.

Understandably, it is difficult to be precise about certain specific occupations, since they are particularly subject to change. However, we can note occupational trends in the near future. For example, the need for automobile maintenance will continue for some time; therefore the demand for automobile mechanics will continue to grow. The nature of the work which mechanics perform, however, is changing considerably.

The occupations listed were selected from a number of WSES studies and surveys, including an unfilled openings survey of all 30 WSES offices. Occupations chosen are those in which the number of opportunities are expected to increase and, more importantly, those which provide opportunity for the high school graduate to get a start without going to college. Certain other occupations are omitted either because the number of job openings each year are relatively insignificant, or because they fail to offer career potential. Taken as a whole, the occupations listed in this publication constitute about 80% of the jobs for which a recent high school graduate could qualify.

Most of these occupations, then, can be entered without extensive additional training -- which is, of course, the intent of this publication.

However, in order to compete more favorably for jobs and for promotions in today's increasingly technical world, the importance of additional training cannot be overemphasized. Not only is the training itself important, but it is also a demonstration of a person's interest in making a career in a certain field.

Accordingly we strongly suggest that consideration be given to the courses offered by the Wisconsin Vocational, Technical, and Adult Schools. Mention should also be made of the many fine private schools which offer such diverse subjects as accounting, data processing, art, electronics, etc. Pitfalls do exist, however, in that a few private schools do not maintain acceptable standards or offer training of negligible value for high tuition fees. To check on a particular school, candidates are advised to consult their local Wisconsin State Employment Service youth counselor or the Governor's Educational Advisory Committee.

A WORD ABOUT THE WORLD OF WORK

It is impossible to overemphasize the importance of developing good work habits and attitudes in early life. Schools serve not only as a means of providing knowledge, but also as a training ground for character. The trend in this direction is assuming more and more importance as the time students spend in school increases, and (as happens too often) parents abdicate this responsibility.

In this sense it is quite important that students remember certain basic facts of economic life.

Employers are in business to make money, and their hiring patterns are usually a logical extension of this fact. Therefore:

1. SCHOOL RECORDS ARE IMPORTANT – including attendance. Employers will refer to these records for many years to come as an indication of probable achievement, as well as reliability on the job. (Will this person show up for work every day -- or will he be inclined toward absenteeism or tardiness?)

   Because of the interdependence of workers, and the necessity to maintain schedules, absenteeism is a serious matter which could cost an employer far more in terms of production if the whole system fails than just one worker's wages. Similarly, excessive tardiness is often viewed with disapproval.

2. PERSONAL APPEARANCE IS IMPORTANT. Long hair, beards, and other eccentric dress do not seem indicative of the stability and seriousness of purpose which most employers seek in job candidates.

3. MANY STUDENTS DISDAIN JOBS, work, and good attitudes. What they don't disdain, though, is money, and it is sometimes necessary to point out the connection.

4. BECAUSE OF THE COMPARATIVE SCARCITY OF "GOOD" JOBS, and the great numbers of workers available, it is often necessary to compete -- this means selling one's self. Employers talk to many applicants and consequently often become very selective. The individual who stands out because he is neat, friendly, and attentive is most often the one who will get the desirable job. It is only natural for any employer to want to surround himself with pleasant, cooperative and alert workers who are not apt to cause problems.

5. SOME FIRMS PREFER NOT TO HIRE THOSE WITH MILITARY OBLIGATIONS because of the expense involved in training and the possibility that this investment would be lost to the company. It is often wise to fulfill military obligations before seeking a career job. This is particularly true of the vocationally undecided student, and there is also the additional hope that he may mature or "find himself" while in service and become vocationally oriented toward a particular field.

6. THE IMPORTANCE OF ACHIEVING SUCCESS ON ONE'S FIRST JOB cannot be overstressed. Poor references -- which by modern communications can follow someone all over the United States -- can spoil the chances of ever getting good jobs in the future. Even if the first job is menial and the wages are low, a young person should try to succeed so that success, rather than failure, becomes a pattern. A poor job may be a stepping stone to a much better position with the same company. Also, it will be far easier to get succeeding jobs with favorable references rather than with a sad story of failure. Employers want to hire those who have succeeded in the past, not those who have failed.

Nor does it help a young person to "run down" a job where he has tailed: he is really running himself down in any attempt to excuse failure. He will impress an employer far more by admitting failure and by making an effort to learn from the experience.

It isn't wise to change jobs too frequently either. A reputation for "job hopping" is very difficult to overcome, and may preclude consideration for a very good job later. (Employers hesitate to spend money training someone they feel may not be permanent.) Moreover, gaining seniority with a company (staying with one employer) has other advantages. The more seniority a worker has, the less likely that he will be laid off; or once laid off, the sooner he will be recalled.

For these reasons it is advisable to choose jobs carefully in an effort to make certain that a prospective job will offer the desired career potential.

7. WHILE UNSKILLED JOBS MAY BE PLENTIFUL AT THIS TIME, many unskilled workers can expect to be dumped back on the labor market in the event of an economic recession unless they have proved their usefulness or developed a skill.

What has been learned in school is only a start. Almost every job which will ultimately pay a good wage will involve further training either on the job or in night school. Because our society is becoming increasingly more technical, this will tend to be even more necessary in the future. The days of high paying, low skilled jobs on assembly lines are rapidly disappearing.

8. COMPETITION IS KEEN for the limited number of admissions to formal apprenticeship programs for the high paying skilled jobs. Yet many employers offer equally valuable training on-the-job and this should not be overlooked. Nor should any job be judged on pay rate alone -- the important criterion is where one will be ten or twenty years from now. Sometimes the higher paying jobs involve frequent layoffs, whereas a lower paying job may eventually pay more money besides being more stable.

9. LOCATION CAN BE IMPORTANT when considering careers. Not all kinds of jobs are found in every area, and if it is necessary to live in a certain place, (or if a move to a new locale is required) it is wise to study the types of employers in that area and to train for the kinds of jobs found there.

   For example, it does little good to train for health occupations if there are no hospitals in a particular town; or, if a city has many insurance companies but few manufacturers, clerical openings will be more plentiful than jobs for machine operators and training should be considered accordingly.

10. WHEN JOB-HUNTING, it still helps to know someone -- to get an interview. It does not guarantee a job, but nevertheless many jobs are filled by word-of-mouth through friends, relatives, previous employers, neighbors, etc.

    Individual firms do not always have job openings, even in shortage occupations. Your local Wisconsin State Employment Service office can often be helpful in supplying current information on job openings.

AUTOMOBILE MECHANICS

The need for automobile mechanics is expected to increase rapidly during the remainder of the 1960's and beyond, and it appears that this field will offer excellent career prospects for high school graduates. It should be stressed, however, that considerable training is normally required beyond a high school diploma, and since changes are constantly occurring in the way cars are being constructed it will be necessary for mechanics to keep up to date through continual study. Mechanics can be qualified to perform a wide variety of repair jobs on automobiles, or they can specialize in one phase of repair, such as front end work, tune-ups, air conditioner repairs, automatic transmission repair, etc. Smaller shops generally need all-round mechanics while larger garages and new car dealers often employ specialists.

Several approaches are open to high school graduates seeking a career in this field. On-the-job training is perhaps the most common, but it is becoming less desirable from the employer's standpoint because of its haphazard nature. Pitfalls can exist for the trainees as well -- sometimes they are hired as car washers and are never given additional training or advancement. Gradually the larger employers are instituting indentured apprenticeships or providing their own training (GM Institutes, etc.).

Another approach is through Vocational School training. Two choices are given here: A candidate can study either automobile mechanics or automotive technology. The latter course emphasizes the theoretical aspects of automotive mechanics rather than straight repair, and this training would be more helpful to a person employed as a service writer, diagnostician, or salesman.

The Armed Forces through their service training offer still another approach, although many employers feel that while this type of training may be useful, it should be supplemented with additional experience and/or schooling.

Finally, many mechanics have worked their way up through employment in service stations. Again, this is often haphazard, and does not assure a person of ultimate advancement as much as a formal apprenticeship would.

Related fields, including diesel mechanics, truck or bus mechanics, and farm machinery set-up and repair appear to offer excellent career opportunities also.

AUTOMOBILE SERVICE STATION ATTENDANT

There are two general types of service stations. One type sells only gasoline, oil and accessories, and seldom offers any repair service or maintenance such as lubrication and oil changing.

The second type -- often handling major oil company products -- offers a wider variety of service, such as tune-ups, electrical and ignition work, brakes, tires, the repair and replacement of various component parts and accessories for automobiles -- in short, often everything but automatic transmission repair, major over hauls or body work. The more ambitious service stations may even offer these.

By concentrating on gasoline sales on a volume basis and spending little time on repair, the first type of dealer can usually sell gasoline for two or three cents less than his major oil company competitor. The requirements for this kind of service station work are: alertness, a pleasant personality for dealing with customers, a moderate amount of mechanical ability so as to be able to check oil, water, and batteries in customers' cars, and the ability to add numbers and make change readily.

Stations offering more extensive service -- the second type -- frequently sell the major brands of gasoline, and usually require their attendants to have more mechanical skill because of the more extensive services offered to their customers. Since more functions are performed in this kind of service station, the record-keeping is also more complex and consequently more clerical ability is required.

For candidates interested in this line of work, formal courses such as those offered in vocational school or those conducted by the oil companies themselves are considered helpful. The oil companies often designate one of the larger stations in a city as their training center, and conduct on-the-job training sessions at this one location.

It is not impossible, however, for a young man to teach himself all he needs to know by observation and by careful study of the various manuals and diagrams provided by the oil companies for servicing of each model and year of automobile.

High school courses of value to someone interested in this occupation would include bookkeeping, speech, any auto mechanics or related shop courses, and mathematics.

Since a great deal of this work is necessarily performed out of doors, a moderate amount of physical stamina is required. The work is usually dirty and oily as well.

Advancement opportunities are numerous, including such positions as manager, assistant manager, or supervisor in a chain operation, or lessee - operator in business for one's self.

BUILDING TRADES

The building industry is expanding because of urban renewal, the desire for home ownership, and the booming construction of government and other large commercial buildings. The problem of seasonal fluctuations in employment, which once meant months of unemployment each year because of inclement weather conditions,has been somewhat reduced by modern technology, new techniques of building, and better planning.

Construction trades exist in nearly every community in the state. Workers are employed mainly by building contractors, although many others perform maintenance work in private industry, particularly manufacturing. Some craftsmen work directly for business firms or government agencies which have their own construction force, and countless others are self-employed.

There are over two dozen occupations in the building trades, the most common of which are painter, plumber-pipefitter, bricklayer, operating engineer, electrician, and carpenter. Carpentry alone accounts for nearly one-third of all building trade craftsmen. Less numerous occupations include glazier, ironworker, lather, steamfitter, tile layer, sheet-metal worker, roofer, cement mason, plasterer, and asbestos worker.

Most of these occupations require above average mechanical aptitude and manual dexterity, as well as an interest in working with one's hands. Good spatial perception is also necessary to visualize in three dimensions and to compare blueprints to the completed work. A high school diploma is usually all that is required, but quite often high school math and science courses are specified. Shop courses obviously would also be helpful. Applicants usually must be between 18 and 26 years of age.

Apprenticeships — usually for the more common trades — consist of on-the-job training coupled with classroom work, and are sponsored jointly by companies and unions.

Entry into the various apprenticeships is sometimes difficult to arrange.

Approach can be made through employers (building contractors) or, more commonly, the union representing whatever craft one is interested in. Many workers are also promoted into apprenticeships from laboring jobs (see section on LABOR). Larger cities sometimes have apprenticeship councils, which refer candidates to the Wisconsin State Employment Service or Vocational Schools for aptitude testing.

Advancement opportunities are many and varied. Normally a typical progression might be as follows:

Laborer
Helper
Apprentice
Journeyman
Master
Foreman, Expediter, Building Inspector, or
Contractor in business for oneself.

Salaries are relatively high, but because of periods of unemployment during inclement weather and winter, the annual wage level may not be as high as the hourly wage would imply.

CASHIERS AND CHECKERS

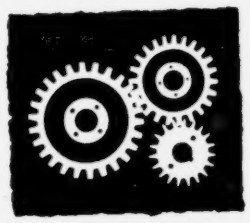
Basically these jobs consist of taking in money and making change, with other duties dependent on the kind of employing establishment. These jobs are found in supermarkets, movie theaters, discount stores, hotels, hospitals, and cafeterias as well as gas and electric companies. Girls are most often hired for these positions, although many jobs (about one-fifth) are filled by men.

While these jobs are found in great number and there is little training required, there are disadvantages as well. Pay is seldom very high except in some establishments where there are unions. Advancement opportunities are sparse, and often the hours of work include evenings and weekends.

As to requirements, a background in high school math or bookkeeping is usually all that is needed, but sometimes the ability to type is helpful.

Although most of these jobs are indoors, it is frequently necessary to stand for long periods of time.

DRAFTING



Draftsmen translate ideas, rough sketches, specifications, and calculations of engineers, architects, and designers into complete and accurate working plans.

Opportunities for draftsmen are good, and openings for draftsmen should continue to grow because of the increasingly complex design problems in modern technology.

On entering this occupation junior draftsmen assist experienced draftsmen in making drawings. This once meant starting as a tracer or copyist; however, with the introduction of newly developed drafting equipment and photo-reproduction of drawings there is less need for copyists and tracers. Therefore, junior draftsmen must now be skilled enough when entering the field to make detailed drawings and simple calculations. They are then known as detailers.

The largest fields are architectural, structural, mechanical, aeronautical, electrical, marine, and topographical drafting. Because of the many tool and machinery manufacturers in Wisconsin, mechanical drafting is the largest field.

Candidates should have good finger dexterity, numerical and spatial aptitude and form perception. Neatness and accuracy are essential, as well as a liking for precision and detail. High school graduation with technical training in mechanical drawing, mathematics, and physical science is basic. Many employers tend to prefer some training beyond high school. University engineering courses are particularly desirable, and vocational or technical school courses are also valuable. Vocational schools in 21 Wisconsin cities offer courses in drafting.

Advancement possibilities are good. Extended on-the-job training and further technical education provide opportunity for advancement. Skillful draftsmen with creative ability can advance to well paying jobs as designers.

Since Federal, State and local governments are the main employers in these occupations, Civil Service examinations are generally required. Both a written and a physical examination must be passed since these occupations are considered strenuous as well as hazardous, and work must sometimes be performed in inclement weather.

Applicants generally must be at least five feet eight inches tall, and weight must be proportional to height. Physical and emotional stability are required, and references are carefully scrutinized. Twenty-one is usually a minimum age requirement.

POLICEMEN perform a variety of duties such as investigating crimes and accidents, reporting facts, directing traffic, patrolling streets, administering first aid, and attempting to prevent crime. In medium or small cities all these jobs and more may be performed by one man; in larger cities the policeman tends to specialize and is responsible for only one job.

Police work is generally taught on-the-job, but in some of the larger cities specialized classroom courses are offered where candidates are familiarized with state laws and local ordinances. Police recruits usually begin their careers by walking night beats to learn the duties of a policeman, and to become familiar with the area and the people within their territory. Weekend and holiday work is commonplace for policemen.

With the increases in population and the enlargement of urban communities, the need for policemen will increase. Involvement in preventing and quelling civil disturbances will tend to make police work more demanding, although those more interested in traffic control than in policing a city "beat" may want to consider the State Traffic Patrol, which offers very favorable wage rates.

While there seems to be a high degree of interest in police work of all kinds, the rigid qualifications eliminate many applicants. A high school education is usually all that is needed for regular police work, although a few communities are beginning to require some college. If one intends to specialize or to go into the FBI, it is necessary to attend college. The high school student who intends to become a policeman may find the following courses helpful: English, American history, civics and government, business law, psychology, sociology, and physical education. Leadership experience in extra-curricular activities such as clubs and organizations can be especially valuable.

FIREMEN have the responsibility for protecting the lives and property of individuals within a community. In addition to extinguishing fires, they also teach fire prevention and are frequently called upon to administer emergency first aid. This occupation, like that of the policeman, is a relatively dangerous one; therefore candidates must be alert, agile, and strong.

There is a great deal of interest in this occupation, but because of the necessarily high mental and physical requirements, many individuals are eliminated. High school courses which would be beneficial to firemen are English, speech, civics and government, chemistry, and physical education. Additional training is usually supplied by the employing unit of government.

PRIVATE EMPLOYERS: Employment opportunities also exist in large industrial plants, shopping centers, offices, and department stores which have their own fire and security departments. Prior experience in the military police, public police or fire departments is often necessary.

FOOD SERVICE OCCUPATIONS

Few people realize that the food service industry is the fourth largest industry in the nation, with over a half million commercial and institutional establishments. One out of every six persons working in retail trade is a restaurant employee, and countless other food-handling jobs exist in various institutions such as hospitals, retarded child care centers (colonies), and in company cafeterias and private clubs.

Moreover, job openings in this field are expected to increase in number. With a growing population, more people will be dining out, thus increasing restaurant traffic and catering services. Also, more of our population will be in the older age groups which often require institutional care; consequently the need for institutional aides in food preparation will expand.

Traditionally, most of these job openings have been for females; males have seldom been attracted by the comparatively low wage rates. This, however, is changing somewhat in that men are now being sought for many jobs, and pay rates are becoming more favorable.

Many jobs in these occupations are not as "dead end" as they might seem. In the restaurant field, small restaurants are giving way to chain operations, and there is a consequent need for chain managers and supervisors. In state institutions many advancement opportunities are possible through civil service channels. In other areas there is a great need for chefs, cooks, and managers in private clubs, cafeterias, etc.

But while food service is expected to absorb many workers, job requirements are also becoming more stringent. Improved methods of food preservation require more knowledge of preparation and careful attention to directions. Chef and cook jobs now demand extensive training and some specialization which are provided in special vocational school courses and on-the-job. These have become highly respected occupations which sometimes pay salaries of $15,000 to $20,000 per year.

Many institutional jobs require that considerable care and attention be paid to menus for patients observing strict diets, and worker requirements are accordingly higher. The ability to read and write, and to perform work accurately, are vital; a limited knowledge of dietetics may prove most useful.

Similarly, it is no longer enough that waitresses merely place food before a customer. In the better and more expensive restaurants, requirements are very high, with far better than average compensation and tips offered; and for these jobs considerable public contact ability and the competence to add diners' checks and to serve food adroitly are required. Personal appearance is usually very important.

Employers looking for trainees in this field seem more concerned with good habits of personal cleanliness and work traits such as reliability and permanence than with any specific training or experience, although subject matter which presumably is offered in home economics courses would be helpful: personal hygiene, sanitation, food preparation, dietetics, and familiarity with food terminology. For waitresses, arithmetic for adding guest checks is necessary. Courtesy, tact, and the ability to get along with people are highly important.

Positions open to high school graduates without further training are:

Kitchen Helper
Assistant Baker
Salad Maker
Sandwich Maker
Assistant Cook
Waitress or Waiter
Bus Boy or Girl
Hostess
Porter
Dishwasher Operator
Food Checker
Soda Fountain Worker
in—
Restaurants
Lunch Counters
Company Cafeterias
Private Clubs
State,County, or City
Institutions, Hospitals, etc.

Positions requiring additional training or experience:

Restaurant Manager
Chain Executive
Personnel Director
Training Director
Franchiser or Lessee
(in business for self)
Menu Maker
Merchandising Supervisor
Cook, Chef
Purchasing Agent

GARDENING AND LANDSCAPING

The nursery business provides the opportunity to be outdoors much of the time and to work with nature, and for these reasons it appeals to many people.

Many retail outlets have expanded their businesses to include sales of Christmas trees, firewood, and other products besides nursery stock in an effort to extend their activities all year around. Similarly, many landscapers do snow plowing for the same reason. Thus the prospects of long winter layoffs which used to characterize this business have been somewhat lessened. Furthermore, a solid future for the nursery business itself is clearly indicated by the trend toward suburban living and more leisure time in which to enjoy gardening, recreation, and outdoor activity.

There are many types of nursery operations: wholesale, landscape, mail order, garden center, sales yard, and agency. Most people are familiar with the garden center which is a retail business specializing in the sales of plants, fertilizers, pesticides, etc. There are also mail order houses which sell plants by mail; wholesale houses which grow plants to sell to retailers; and sales yards, which are display and sales areas of plant materials for retail sales. Job openings also occur with commercial landscapers, government, large private firms, institutions, and private estates.

QUALIFICATIONS: As in many other occupations, high school graduates without training must usually start at the bottom as laborers. Applicants should be fairly husky, in good health and able to withstand temperature changes. A driver's license is usually necessary, and a knowledge of drafting and the ability to use surveying equipment are particularly helpful. Obviously an interest in plants and flowers is desirable.

After gaining experience, workers can advance to gardener, florist, or foreman of a landscaping crew. Additional training may be necessary in some cases.

HEALTH SERVICES

According to a recent Wisconsin State Employment Service research project, health occupations will continue to experience greater growth in the near future than most other occupational groups because of our expanding and aging population, our increasing health consciousness, and the rapid increase of expenditures (including Medicare) for expanded facilities and for medical research. Although most opportunities in the health field were traditionally for women, there is a trend toward greater male participation.

Health service occupations vary in duties and requirements, but most require an interest in providing care for the sick and injured. It should be noted once again that to advance and gain better pay and status, additional training is necessary. However, because of the great need for these skills, low-cost training plans are usually available. Furthermore, a young girl who acquires these skills should be able to find work in almost any major city.

Occupations in this field not requiring extensive college preparation

include the following:

NURSE AID

A nurse aid bathes and feeds patients, makes beds, and cleans rooms and equipment. Aids are employed in hospitals, sanitariums, and homes for the aged. Training courses are short, and frequently are provided on-the-job by many of these institutions.

LICENSED PRACTICAL NURSE (LPN)

A practical nurse usually takes and records temperatures, pulse, and blood pressure readings and gives prescribed treatments and medications.

A year of training is generally required for licensing. Many hospitals offer this course at low cost and Vocational school courses are offered in nine Wisconsin cities. Following the year of study and a year as an intern, workers are licensed by the state as a means of certifying their qualifications.

DENTAL ASSISTANT

Dental assistants prepare patients for treatment, hand instruments to the dentist, and sterilize them after use. In addition, they may serve as receptionists, scheduling appointments and keeping books. Some dentists train girls who have taken a general business program in high school (typing, etc.). The Madison, Green Bay, Kenosha, LaCrosse, and Milwaukee Vocational schools offer courses for dental assistants.

DENTAL LABORATORY TECHNICIAN

Most dental technicians work in large commercial laboratories where dentures and orthodontal appliances are made. Completion of a formal apprenticeship program is required. A high degree of finger dexterity is necessary for this occupation.

MEDICAL ASSISTANT, OR PHYSICIAN'S ASSISTANT

This occupation combines the duties of receptionist, secretary, and bookkeeper as well as instrument sterilizer, medical equipment operator, and to some extent nurse aid. A medical assistant readies patients for the doctor, interviews patients, keeps records, makes appointments, and may even give injections. Exact duties vary considerably depending upon whether the assistant works for one doctor or a clinic and upon the size and nature of the practice.

Formal training is offered in the Madison, Green Bay, Kenosha, LaCrosse, Milwaukee and Sheboygan vocational schools.

MEDICAL LABORATORY WORKER

A laboratory aid or assistant checks supplies, sterilizes laboratory equipment, and may take care of the laboratory animals or help with some of the testing. Advancement to technician status requires two years or more of science courses at college level, plus either 12 months training in an approved school for medical technicians or experience in an approved laboratory.

MEDICAL X-RAY TECHNICIAN

This technical specialist operates the controls of the X-ray equipment and puts the patient into the position required for the picture. X-ray technicians are employed in hospitals, medical labs, physicians' and dentists' offices, and clinics. Training may be obtained in vocational or hospital schools. Training programs usually last two years.

LABOR

It is obvious that any simple repetitive job requiring no particular skill is a likely target for replacement by some form of mechanization or automation. It is for this reason that the total number of unskilled or labor jobs has decreased or only remained about the same while most other jobs have been increasing in number.

Thus, while openings for laborers may be somewhat plentiful at this time, it should be kept in mind that some of them may disappear in the future.

Nevertheless, there are laboring jobs which may never be automated —— jobs in industries where production changes occur frequently, or jobs where the cost of automatic machinery would be too expensive to justify.

The types of positions available in the labor category are far too varied to describe except in very general terms.

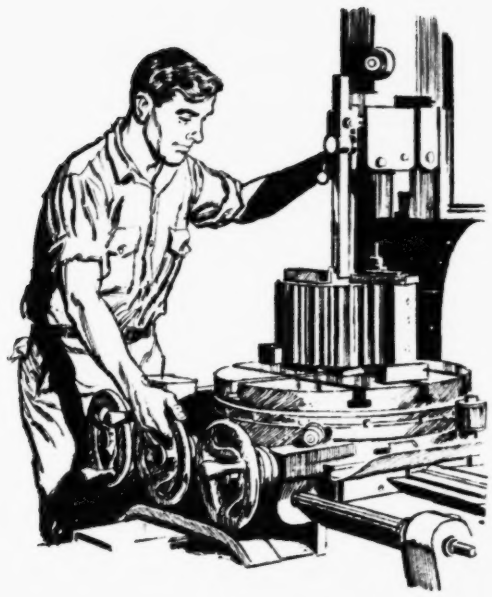
FACTORY openings in general require versatility and manual or finger dexterity. Often the work will involve simple machine tending, assembly line work, packing and shipping duties, or the like. Union jobs generally pay more although the larger companies which are most often unionized usually have piece rate quotas and other production standards to be met. In general, it is advisable to learn to operate the more complex machines, or to work one's way into a supervisory position if possible, in order to avoid the possibility of a layoff. If possible, it is best to learn a skill that is usable in more than one industry. For example, a person who has learned spray painting will be able to find a job more easily than one who has only learned to assemble battery plates, because many large factories have spray painters but only battery manufacturers use plate assemblers.

CONSTRUCTION jobs have the disadvantage of involving outside work and consequent seasonal layoffs, although the pay is generally quite high because of unionization. Hiring in urban areas is most often done through the union hiring halls, and an initiation fee of up to $75 or $100 is sometimes required. (This need not be paid immediately, but can be deducted from the first few paychecks.) In the construction field it is very common for workers to change employers frequently, as employers' needs vary considerably from week to week.

The more fortunate laborers are those who have a chance to learn how to operate heavy equipment (bulldozers, back-hoes, scapers, etc.) or who are accepted for one of the formal apprenticeships -- carpentry, electrical, sheet metal, plumbing, etc. With advanced skill the rate of pay increases and the chance of layoff decreases.

QUALIFICATIONS are difficult to discuss in view of the variety of job openings; however, most employers prefer high school graduates who have good finger dexterity. This is most easily developed in shop courses or do-it-yourself hobbies. Mathematical or numerical aptitude is particularly important in the apprenticeable occupations for purposes of measuring and for reading blueprints.

The larger companies are most often looking for applicants with the education and aptitude to perform skilled work, so that with additional training and seniority they can eventually advance to higher level jobs.



MACHINE OPERATORS –

SKILLED AND SEMI-SKILLED

As the midwest became more industrialized and the number of people employed in manufacturing exceeded those working in agriculture, large numbers of workers found steady employment operating machines in factories. To help meet a tremendous demand which once existed for workers, people also were imported from foreign countries.

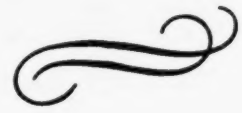
However, the long term future of jobs for machine operators is somewhat uncertain. While the demand is strong at this time, automation will probably have severe implications for the future. Automation appears to eliminate many of the routine positions such as milling machine, drill press, and lathe operators while simultaneously creating an increased need for highly skilled set-up men, maintenance mechanics, machinists, and parts programmers.

Where the former occupations seldom required an extensive amount of skill -- an operator could learn his function in a few months or less -- the newer demand is for operators capable of setting up their own machines, reading blueprints and micrometers, and communicating on a high level. Implicit in these occupations is an involved training program or apprenticeship lasting four years or more with additional training required periodically afterwards.

Many of these jobs entail familiarity with several areas of knowledge; for example, the modern all-around machinist often has to know something about hydraulics, electricity, and electronics as well as strength of materials and modern machinery methods.

A high school education is usually required for even the more routine positions. Because of union seniority rules, hiring for higher level jobs is done largely through promotion; therefore, even for the lowest beginning-level jobs, employers tend to hire those applicants who have the qualities needed for promotion.

Employers prefer applicants who have earned good grades in high school shop, mathematics, blueprint reading and English courses. Vocational schools in 39 Wisconsin cities provide additional shop courses, and most of the larger companies offer on-the-job training and apprenticeship programs.



OFFICE OCCUPATIONS

TYPISTS AND CLERKS

Probably no other skill is so valuable to young women – and young men – as the ability to type. An overwhelming proportion of clerical positions received by the Wisconsin State Employment Service require typing ability; and although virtually every high school in the state offers courses in typing, there are still not enough graduates with this training to fill all of the available openings. Since most clerical jobs are found in large businesses, insurance companies, or government, most of these openings occur in larger cities and less frequently in small towns or rural areas.

Despite the recent trends toward office automation, the demand for qualified typists will remain strong for some time to come. When applied, automation eliminates routine repetitive typing and often generates more varied work. Consequently, a typist must be versatile, capable of performing many different functions, and must be able to learn new duties rapidly.

A girl who has just graduated from high school will normally work in the secretarial pool of a large company, or will start out by doing routine work for a smaller company, until she has the experience necessary to move up into a more responsible position. Her duties will probably include filing, sorting mail, answering the telephone and running errands as well as typing – hence many of these jobs are known as general clerical or clerk-typist positions.

QUALIFICATIONS: In addition to the normal commercial courses, it is particularly important that girls be able to spell and have some knowledge of the use of a dictaphone. Neat appearance and good work attitudes are essential since almost all jobs involve working with professional or managerial supervisors. References are also important; most employers consult with a student's commercial teacher before hiring.

TESTS – the Wisconsin State Employment Service, in conjunction with the State Bureau of Personnel, conducts tests (clerical aptitude, typing and shorthand) during the late spring in most of the high schools throughout the state. These tests, which are usually arranged by the high school commercial teacher, will qualify girls for state civil service openings without further examination, and many private employers also rely heavily on these test results. Civil Service application blanks are passed out at the time of test administration. Any senior who is enrolled in a commercial typing course will be notified of the test schedule; other girls who wish to

take the test should make arrangements with the commercial teacher in order to be included in this program.

NOTE: Typing ability is also valuable for men, but less emphasis is placed on speed. Keyboard familiarity is usually required for such jobs as shipping clerk (to type shipping labels) or order clerk. For jobs requiring extensive typing, girls are more often hired.

Young women and young men who plan to attend college will also find typing ability valuable for their own personal use in typing term papers and notes, and it is also particularly helpful when looking for part-time or summer jobs.

STENOGRAPHERS AND SECRETARIES

Although there are many openings for girls with shorthand training, the majority of them do not involve a lot of responsibility at the starting level. Girls just out of high school are most often assigned positions in stenographic "pools" to start, and only after company executives become familiar with their capabilities are they assigned to more responsible jobs.

Many of the younger executives tend to use dictating machines, whereas the older men prefer to dictate to stenographers. This being the case, it is sometimes a disappointment for a young girl not to be able to use her shorthand right after graduation; however, she should keep up her facility because it will often become useful as she gains in maturity and seniority.

Very high level secretarial positions can normally be reached only after extensive business experience and familiarity with a given company. At this stage a secretary is normally given responsibility for handling everyday matters in the absence of her supervisor and is asked to compose routine letters and to make minor decisions.

OFFICE MACHINE OPERATORS

Data processing has become a very important aspect of modern business, and the introduction of mechanized equipment has caused many radical changes which affect jobs for young high school graduates. Although there is a great deal of glamour and prestige connected with occupations in this field, the total number of job openings is not as great as people are led to believe.

Larger companies and banks no longer require large numbers of girls to operate calculators and bookkeeping machines since these functions have been taken over by electronic data processing (EDP) equipment. Instead,

these employers are looking for key-punch operators to punch the cards used to feed information into tabulators and computers. Yet, while the need is quite extensive for girls with key-punching background right now, optical scanning machines have been invented which may eventually replace much of this function also. In the meantime, girls can prepare themselves for a career in key-punching by taking a vocational school course or by being trained by an employer. A two-week training period is usually all that is required to train a girl who is already a good typist. Those interested in this field should be wary of private schools with exaggerated advertising which charge excessive fees for training obtainable free elsewhere.

Many small companies which cannot afford EDP equipment still use bookkeeping machines and calculators, and there is still some demand for experienced operators of these machines although the demand is expected to decline eventually.

Long-range opportunities for men without schooling beyond high school are somewhat limited in this field. A further discussion of occupations in the data processing field is included in "What About Data Processing in South Central Wisconsin?" available free from the Wisconsin State Employment Service.

PUBLIC CONTACT AND SALES WORK

Occupations in the distribution and sale of goods are becoming increasingly important with the result that for the first time in history more people are engaged in the selling and distribution of goods than in their manufacture.

The sales function in particular is important. Not only must a good salesman have the ability to meet and deal with people, but he must know product lines and specifications so as to be able to recommend particular items to meet his customer's requirements. This emphasis on product knowledge often distinguishes the better jobs from the average positions, and frequently also determines salary levels. For this reason it is best for a beginner to sell a product which he is interested in and can believe in; many sales careers have ended abruptly because of the wrong choice of item to sell. Enthusiasm is one of the few identifiable qualities which make a good *salesman; unfortunately*, there are no aptitude tests which can measure "salesmanship" in general with any great accuracy.

Because of the wide variety of selling positions, it is often difficult for a young high school graduate to make a choice. In an attempt to focus his interests, a young man should decide if he wants inside (store) sales or outside (on the road) sales, what nature of product or service he would like to handle (tangible or intangible), whether he would prefer wholesale or retail selling, if he wants to sell on a commission basis, draw against commission, straight salary, or salary plus commission, and how extensively he may wish to travel. A job requiring extensive travel may involve the purchase of a relatively new car or the employer may furnish one, depending on the company. Some sales jobs may require evening and weekend hours which may conflict with family life; this should be considered by the candidate.

A recent high school graduate without sales experience should observe several precautions:

1. Avoid employers who pay on a commission-only or draw-against commission basis. Avoid the more glamorous but risky jobs until you have gained experience in the sales field and have a successful record to fall back on.

2. Do not spend your own money for an expensive sample case; this is normally furnished by any reputable employer.

3. Avoid the purchase of a new or late-model car until you have worked long enough to know you can be successful in your job.

4. Try to land a job with a well-known firm: their products also will be well-known and thus easier to sell.

5. Many store sales jobs which may start at low pay can advance into retail management positions or buyers jobs. These jobs may be desirable for a candidate who is seeking a stable job with regular hours and limited travel.

PREPARATION – Some high schools offer courses in distributive education, which would be particularly helpful. No specific academic course is necessary, but courses in English, speech, typing, and psychology are recommended. Bookkeeping and mathematics are particularly important, as even the jobs in variety (five and ten cent) stores require the ability to figure rapidly (e.g. what is ¼ of a yard?) and to make change. Most important, obviously, is the initiative and resourcefulness of the individual, which can be best determined by self-examination.

REPAIRMEN & INSTALLERS

A subject as broad and varied as this category is difficult to discuss and even more difficult to reduce to generalizations, except to point out certain similarities and broad aspects for consideration.

The one requirement that brings the various kinds of repair work together in this occupational grouping is the ability to properly handle a large variety of tools, the use of which is described in BETTER HOMES AND GARDENS HANDYMAN'S GUIDE, POPULAR MECHANICS, or similar publications.

Our society is becoming increasingly technical in its orientation. Not only in factories and industrial establishments, but even in the home one finds gadgets and sophisticated mechanisms which exceed the ability of the average do-it-yourselfer to repair. Ironically, many youngsters are entering this increasingly technical world without even the elementary ability to work with hand tools, and thus are unprepared for a great many employment opportunities. Yet it is apparent that the demand for qualified repairmen will continue to increase in the future. The only limitation to this will be in terms of those items whose cost of manufacture is less than the probable cost of repair. For example, it is obvious that a new toaster should be purchased if it would cost more to repair the old one.

There are, however, countless pieces of mechanical, electrical, and electronic equipment which are not so easily replaced and which require a high degree of skill to repair. Home laundry equipment and other major appliances, oil burners, and electric motors are typical pieces of household equipment which are usually more economical to repair than to replace.

Outside of the home there is an endless variety of mechanical equipment which requires frequent maintenance and occasional repair. The entire field of office equipment, for example, is one which has been increasingly mechanized, yet the supply of repairmen is far from adequate (partly because most manufacturers attempt to hire trainees whose personal appearance would be in keeping with an office setting, and who might be capable of selling new equipment as well).

Employers in industry are also becoming increasingly aware of the forthcoming shortage of qualified factory maintenance mechanics and millwrights. It is apparent that with the current trend in industry toward automation, more of these skilled workers will be needed to set up and

repair complicated machinery. These occupations – mechanics and millwrights – often require an apprenticeship, but the high wage levels tend to make the completion of an apprenticeship program highly desirable for mechanically inclined high school graduates.

Telephone linemen will also be in increasing demand, as will elevator installers, locksmiths, air conditioning and refrigeration mechanics, and electric-motor repairmen.

Many of these areas are quite lucrative and most of them will increase in importance in the next few years. Any high school student who is mechanically inclined would do well to consider any of these areas of repair work if he does not contemplate further schooling or an apprenticeship.

PREPARATION – Pertinent high school courses include automobile mechanics or shop courses which would involve training in the use of basic hand tools and the more common power tools. A course in physics, if related more to the practical or applied side of physics than to the theoretical, would be quite useful, particularly if electricity, electronics, hydraulics and pneumatics are included.

The normal high school courses in bookkeeping, mathematics, and English or communications skills are highly important. It is necessary to acquire fundamental abilities in math and English, the basic tools of learning, so as to be able to apply them while learning further. Thus, if a worker already knows mathematics, learning how to use a micrometer or slide-rule will be relatively simple. If he is able to read and understand technical writing, he can easily teach himself new subjects or new techniques within his field.

Beyond this basic background most of the formal training is done by equipment users or manufacturers, or by vocational schools.

SEWING

Although most of the apparel industry is located on the east coast, Wisconsin has a number of apparel firms, which are scattered throughout the state.

Opportunities exist for power sewing machine operators in many of these companies, and interested girls can find job openings which do not require previous experience. Employers prefer to hire workers with good finger and manual dexterity, good eyesight and color sense. Frequently, aptitude tests are given by the employer to determine if workers are qualified for this kind of work.

Work in garment factories was once considered undesirable, but working conditions have improved and modern equipment tends to make the work more pleasant. Wages, however, are often comparatively low; a WSES wage survey recently revealed that the average Wisconsin employer in this industry pays close to the minimum wage for trained personnel. Exceptions are those firms which make automobile upholstery and companies having piece work rates, where a worker can earn considerably more.

There are no specific educational requirements, although high school or vocational training in home economics is often helpful.

Advancement channels often lead to positions as tailors, dressmakers, or alteration women.

SUPERVISORY OCCUPATIONS

Straight supervisory positions, without additional duties, are rapidly disappearing. The new types of managers, foremen, and supervisors all must have a thorough knowledge of the duties their subordinates are assigned, which usually presupposes that the manager be employed in a "line" or functional capacity before becoming a "boss".

Thus, the requirements for office managers usually include experience in accounting so as to be able to supervise bookkeepers and other accountants. A carpenter foreman's position requires extensive experience in carpentry, etc.

To a great degree the supervisory positions require maturity and experience as well as tact in dealing with other employees, which can only be acquired by several years of employment. This again would tend to preclude recent high school graduates from consideration for these positions until they have gained experience. Obviously, few older workers will take directions from a much younger person with little or no experience.

Therefore, it is not practical to discuss supervisory opportunities without considering the field of work through which one must progress to reach the supervisory level. However, some training in human relations will benefit students as they progress to supervisory levels in any of the occupational groupings listed in this publication.

TRUCK DRIVERS

TRUCK DRIVER, LIGHT
TRUCK DRIVER, HEAVY
TRAILER-TRUCK DRIVER
(SIMILAR OCCUPATIONS: ROUTEMAN, DUMP-TRUCK DRIVER, TAXICAB DRIVER, AND BUS DRIVER)

Skilled and courteous drivers are in demand at this time, and in all probability will continue to be needed for some time in the future by the many industries which use trucks of all sizes and descriptions to transport a virtually endless stream of goods.

Frequently driving under the handicaps of bad weather, heavy traffic, or poor roads, the average driver must possess skill, good judgment, and a sense of responsibility. In addition, many drivers are asked to keep involved clerical records and occasionally load or unload their vehicles.

Beginning level jobs are not always easy to find. Until a young man is 18 he is limited to driving trucks of less than one ton capacity, although he may be a truck driver helper on a larger vehicle. Typically, a young man just out of high school can often gain experience by driving a light delivery truck or station wagon to pick up and deliver mail and supplies for a large office, or to deliver groceries for a food store. Or if he is working as a truck driver helper he may gradually learn to drive a larger truck by moving it up to the loading dock or around the yard, and eventually make training trips with an experienced driver.

Many employers prefer to hire drivers over 21 or even over 25 to handle their heavy trucks and trailer-trucks, as they feel that added

maturity and experience is important. Higher insurance rates for younger drivers tend to strengthen this practice.

Obviously, the larger the vehicle, the more skill is required to handle it. Many of the larger trailer-trucks (semis) have several speeds forward with two-speed rear axles, necessitating rather complicated gear-shifting. In addition, driving regulations imposed by the state and federal governments have become complex.

A pamphlet prepared by the American Trucking Associations, Inc. outlines some of the restrictions for semi-drivers:

> ***There are many Federal and state regulations, in addition to company requirements, regarding truck driving. . . For instance, the minimum age and health requirements for truck drivers engaged in interstate commerce are specified by the Interstate Commerce Commission (ICC). Minimum age required by the ICC is 21 years. Many trucking companies prefer drivers over 25 years of age, because they feel this added maturity is important in such a demanding, responsible job as truck driving.***
>
> ***Minimum physical standards are that you must be able-bodied, possess at least 20/40 eyesight in each eye, with or without correction, and have at least 10/20 hearing. Additionally, you must not be addicted to the use of liquor, narcotics or any habit-forming drug. These requirements must be met in your original physical examination and thereafter at least every 36 months.***
>
> ***You must have at least one year's driving experience in any type of motor vehicle, and must have sufficient skill -- through experience or training -- in the type of vehicle you will be operating. (The latter stipulation is often obtained through company-sponsored training).***
>
> ***There are restrictions against the employment of criminals, accident-prone drivers, and those who have demonstrated disregard for regulations and for public safety.***
>
> ***Drivers applying for jobs with companies engaged only in intrastate transportation generally are not technically required to comply with ICC requirements but they must meet similar minimum requirements necessary for a commercial-type driving permit in that***

particular state. Information on these can be obtained from the State Motor Vehicle Department.

Drivers for companies in intrastate commerce (operating in one state only) must be familiar with that state's motor vehicle laws governing the operation and driving of trucks. If you work for an interstate carrier (operating in more than one state) you must know not only the laws of the states through which you drive but also the ICC safety regulations regarding truck driving. Information on these may be obtained from State Motor Vehicle Departments and the Interstate Commerce Commission, respectively.

In every case, individual companies can, and quite often do, require more stringent qualifications. Many put each applicant through their own physical, mental and psychological tests.

Earnings for truck drivers depend upon the mileage driven, number of hours worked, type of equipment driven and weight of the loads carried, and the type of "run" – for instance, whether pickup and delivery enroute also is required.

High school graduates seeking a career in this field should be made aware of the importance of driver education courses and the necessity of keeping their driving record free of violations. Revocation of a driver's license will almost preclude consideration for any over-the-road driving job.

High school courses which would be of value, in addition to driver education, include auto mechanics, bookkeeping (especially helpful for advancement into dispatcher positions), and speech (if candidate wants to consider route work, dispatching, or bus driving).

Physical qualifications include manipulative skill (hand-eye coordination) and judgment of distance. Desirable aptitudes, aside from driving ability, include average intelligence, numerical and verbal ability, and clerical aptitude.

WELDING

At the present time welders are in demand, and job openings exist throughout the state, particularly in the south-eastern section where many metal-fabricating plants are located.

The outlook for the future is also good. The use of welding for joining components of assembled or erected products has increased, and welding is also replacing riveting in structural steel construction. However, as with other occupations, welding is being affected by changes in technology, and consequently welders must keep up with the times by learning new techniques as they are developed. Some of these new techniques include the use of gas-shielded arc methods, and the use of numerical control (N/C) for welding machines. The shop worker with good experience or training in basic welding or even in other related manufacturing processes will most often be the one who is chosen for training in the new techniques (e.g., more than half of the parts programmers have come up from the shop and the same can be expected for N/C welding).

Entry into this field can be through various channels. However, the person who has the best chance is one who has prepared himself by taking high school shop and mathematics courses, and possibly has studied welding in a short-term vocational school course.

A CAREER IN GOVERNMENT

Many of the same occupations found in private industry are also found in government, and since the government is the largest employer in the state, it should not be overlooked as a potential source of jobs.

A civil service examination is often required for some jobs, and for federal civil service positions a physical examination is sometimes necessary. However, there are many jobs for institution aides, guards, kitchen workers and maintenance help which do not require examination.

For help in applying for FEDERAL jobs, inquire first at your local post office. If you have a federal institution (hospital, laboratory, etc.) in your city, apply directly to the institution also -- most of them have personnel departments and can hire directly.

If you are interested in STATE civil service jobs, information is available from the Bureau of Personnel, Room B-135, 1 West Wilson Street, Madison 53702. Your local WSES office also has listings of state jobs. Again, if there is a state institution near you, be sure to apply directly since many openings are filled without the examination requirement.

Girls interested in clerical jobs with the state should be sure to take the test which is given jointly by WSES and the State Bureau of Personnel to graduating seniors in most of the high schools in the state every spring. The results of this examination will qualify you for a state typist or steno position without further examination. If you miss this test or if it is not administered in your school, contact your nearest WSES office to make alternate arrangements, as this test may be taken throughout the summer.

Not to be overlooked are the many openings with LOCAL city and county governments. To apply for these, check with your local city hall or county courthouse, and watch your newspaper for advertisements in the help-wanted columns.

BIBLIOGRAPHY

The following list contains a few of the many available publications which can help to prepare a student for the transition from school to work.

U.S. Department of Labor, Bureau of Employment Security, CAREER GUIDE FOR DEMAND OCCUPATIONS, Washington, D.C., U.S. Government Printing Office, 1965. (Cost – $ .30)

U.S. Department of Labor, Bureau of Employment Security, CHOOSING YOUR OCCUPATION, Washington, D.C., U.S. Government Printing Office, 1962. (Cost – $ .15)

U.S. Department of Labor, Bureau of Employment Security, HOW TO GET AND HOLD THE RIGHT JOB, Washington, D.C., U.S. Government Printing Office, 1964. (Cost – $ .10)

U.S. Department of Labor, Bureau of Employment Security, HOW TO PREPARE YOURSELF FOR JOB INTERVIEWS, Washington, D.C., U.S. Government Printing Office, 1965. (Cost – $ .10)

U.S. Department of Labor, Women's Bureau, FUTURE JOBS FOR HIGH SCHOOL GIRLS, Washington, D.C., U.S. Government Printing Office, 1965. (Cost – $ .30)

Contact your local STATE EMPLOYMENT SERVICE office for free brochures and pamphlets on youth employment, such as the following:

U.S. Department of Labor, Bureau of Employment Security, MERCHANDIZING YOUR JOB TALENTS, Washington, D.C., U.S. Government Printing Office, 1964.

Wisconsin State Employment Service, HOW TO GET TO THE TOP.

Wisconsin State Employment Service, HERE'S HOW TO LAND THAT JOB.

Wisconsin State Employment Service, POINTS TO CONSIDER IN MAKING A CAREER DECISION.

Not to be overlooked is the OCCUPATIONAL OUTLOOK HANDBOOK, (U.S. Bureau of Labor Statistics) which is the most comprehensive compilation of occupational information to be found. Although the cost of this publication is $5.00, it is available in all WSES offices, most libraries, and virtually all high school counselors' files.

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APPLETON	427 W. College Ave.
ASHLAND	220 Sixth Ave. West
BEAVER DAM	138 Front Street
BELOIT	417 Harrison Avenue
EAU CLAIRE	418 Wisconsin Ave.
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GREEN BAY	330 S. Jefferson St.
JANESVILLE	211 N. Parker Drive
KENOSHA	1016 56th Street
LA CROSSE	508 Fifth Ave., S.
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